



Special Educational Needs and Disabilities (SEND) Policy

Policy applicable to	All stakeholders			
Statutory/Non Statutory	STATUTORY			
Approval required by (please tick):	LGB <input checked="" type="checkbox"/>	Principal <input type="checkbox"/>	SLT <input type="checkbox"/>	Other (specify) <input type="checkbox"/>
Date reviewed	2 May 2024			
Review frequency	annual			
Date of next review	May 2025			
Related Documents/ Policies:	See page 2			
Member of staff responsible for policy	SENDCo			
Published on Academy/Trust website	Academy website and trust site			
Equality Impact Statement: This Policy has been reviewed against equal opportunities legislation with regard to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity and has no identified adverse impact (direct or indirect) on minority groups				

Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief

Respect

Our community

Aspiration

Diversity

Friendship

Inclusion

Equality

Learning

Determination

In line with our mission statement: **Together we can achieve**

This policy is in line with the requirements of:

- Children's and Families Act 2014
- SEND Code of Practice 2014 (revised January 2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: advice for schools DfE February 2013
- Public Equality Duty 2012

The policy should be read in conjunction with the following:

- SEND Information Report
- Behaviour Management Policy
- Safeguarding Policy
- Assessment policy
- Remote Learning Policy
- Medical policy
- Accessibility policy
- Attendance Policy

Definition of Special Educational needs and Disabilities (SEND)

According to the SEND Code of Practice a child or young person has Special Educational Needs if they have a learning difficulty, which calls for their provision to be additional and different from their peers.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the Local Authority;
- or
- c) are under compulsory school age and fall within the definitions above or would do so if no special educational provision was made for them.

Children may have additional needs in the following broad areas of need as highlighted in the code of practice:

<u>AREA OF NEED</u>	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the Autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing <u>behaviour</u>, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

At Broadfield Primary School, we are committed to keeping up to date with current legislation and continually train staff in all areas of SEND so that we are able to meet the needs of the children to the best of our ability.

Objectives

- To ensure early identification of children with SEND
- To identify pupils with SEND who might need more support to be kept safe or to keep themselves safe
- To assess the nature of those needs and identify any factors which positively or negatively affect those needs.
- To plan and provide individual /group learning programmes for children with SEND.
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
- To liaise with parents and all other education, health and social work agencies who can provide relevant expertise and support.
- To provide continuity and progression for each child through regular reviews of provision and practices.
- To develop the expertise and knowledge of staff working with children with SEND and source materials for identifying and supporting children with SEND.
- To provide appropriate remote learning activities when necessary.
- To provide a Special Educational Needs Coordinator (SENCo).

Children Looked After (CLA) who have special educational needs and/or disabilities

We believe that we have a special duty to safeguard and promote the education of students and children in looked after care. This includes ensuring they receive a high quality education, are supported to attend school, to achieve their full potential and ensure their physical, social, emotional and mental health needs are well supported.

We strive to:

- Provide a safe and secure environment which values education and believes in the abilities and aspirations of all pupils.
- Closely monitor the progress of CLA pupils and ensure this is in line with that of their peers.
- Eliminate barriers to learning and review provision so that CLA with SEND are well supported to achieve their full potential.
- Ensure that pupils who are CLA with SEND have high aspirations for themselves and are well prepared to progress onto the next stage in their education.

The nominated member of staff for CLA is the Principal, Mrs Carol Walker.

The nominated governor for CLA is the Chair of Governors, Mrs Gina Andrewes.

Termly meetings are held to review Personal Education Plans (PEP) and EHC plans.

Safeguarding

Children and young people with SEND can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Broadfield, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- offering additional pastoral support if needed
- having a wellbeing discussion at termly meetings
- teaching children how to cope in difficult situations through social stories or coaching sessions with an adult

The use of 'reasonable force'

Safeguarding and welfare concerns should be taken into account when restraint is used on children with SEND.

Broadfield Primary School will work with parents and carers of vulnerable children to draw up individual behaviour plans to reduce the occurrence of challenging behaviour and the need to use reasonable force.

(Please read in conjunction with the Safeguarding Policy)

Areas of responsibility

Role of the Principal

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCo and school governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements for pupils with SEND.
- Make sure the SENDCo has enough time to carry out their duties.
- Have a general overview of the operation of the SEND policy and provision within the school, including progress of SEND pupils.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.

- With the SENDCo, identify and staff who have specific training needs in relation to SEND and incorporate this into the school's plan for continuous professional development.
- With the SENDCo, evaluate the success of the SEN policy and provision annually.

Role of the SEND link Governor:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The SEND link Governor for Broadfield is: Mrs Gina Andrewes

Role of the Special Educational Needs and Disabilities Coordinator (SENDCo).

To coordinate the day-to-day management of the SEND policy.

This includes:

- the strategic development of SEND policy/provision (with the Principal)
- coordinating SEND provision on a day to day basis
- undertaking assessments and observations
- working closely with colleagues through termly child-centred review meetings for children with Education, Health and Care Plans (EHCP) and children receiving a high level of SEND Support
- supporting class teachers in adapting teaching approaches and provision for children with SEND
- liaising with parents and other relevant agencies
- overseeing the work of the teaching assistants where appropriate
- preparing EHC (Education, Health and Care Plan) submissions
- attending relevant meetings and courses to further develop the role of the SENDCo and understanding of SEND issues
- identifying training needs and arranging INSET
- oversee remote learning provision for children with SEND when required, particularly ensuring that provision identified within an EHCP is continued as far as possible.

The SENDCo will be a member of the Senior Management Team.

The SENDCo at Broadfield is: Mrs Sairah Ahmed

Role of the Class Teacher

- To have high expectations of all pupils with SEND and provide quality first teaching.
- To provide a graduated response through adaptive teaching and making reasonable adjustments for pupils with SEND.
- To be responsible and accountable for the progress and development of all the pupils that they teach.
- The early identification of children with special educational needs –see Graduated Response.
- To carry out relevant assessments and monitor progress using PIVATS 5 as appropriate.
- To set, and make provision for targets and evaluate outcomes.
- To plan for effective deployment of support staff.
- To implement advice and teaching strategies given by the SENDCo and outside agencies.

- Liaise with parents through parent meetings and child-centred reviews .
- Prepare for review meetings and complete review forms as required. (E.g 4+1 document at parent meetings.)
- To liaise closely with the SENDCo.
- To ensure that remote learning activities, when necessary, meet the needs of children with SEND.
- Ensure that, where possible, provision identified in an EHCP continues during remote learning.
- To identify any additional training needs that they may have.

INSET

Staff will be encouraged to develop skills and knowledge through school based and external provision of INSET. Teachers and governors are encouraged to attend training opportunities for SEND. Staff training needs are linked to the school development plan and the needs of staff and children in school.

Curriculum Entitlement and Nature of Intervention

Most SEND support will be provided for children in the context of their own classroom, through high quality and adaptive teaching and making reasonable adjustments in order to eliminate barriers and maximise accessibility to the curriculum, ensuring integration of all pupils with SEND.

There may also be short periods of withdrawal for specific needs and targeted support, for example 1:1 speech and language therapy.

Support/resources are provided to enable all SEND children to participate in the wider curriculum and all aspects of school life such as music, PE, out of school experiences and visits alongside their peers. (See Public Equality Duty 2012)

As a general principal, children are not dis-applied from the National Curriculum (NC) or from teacher assessment of the curriculum. For some children the end of Key Stage 2 SATS may not be appropriate and decisions about entering children for the assessments are made in consultation with parents, teachers and other relevant agencies.

Children who are working significantly below age related expectations (ARE) will be assessed using PIVATS. Children with severe difficulties in Speech, language and communication will be assessed using the Autism Education Trust (AET) framework.

Graduated Response

SEND provision is a whole school responsibility and Broadfield School delivers support to a pupil who has been identified as having SEND through a graduated response, which draws upon the 4-part cycle of; Assess-Plan-Do-Review.

The SENDCo and teaching staff will use Oldham's graduated response toolkit to improve accessibility for pupils with SEND and remove barriers to learning by making reasonable adjustments through high quality teaching, as the first part in the graduated approach. For example, incorporating multi-sensory teaching approaches, chunking learning, use of specific resources or interventions etc.

Assess

If a child is not making expected progress, despite receiving high quality teaching or they have persistent and significant difficulties that are linked to either of the four broad areas of need as described above, the child will be referred to the SENDCo who will carry out a clear analysis of the pupil's needs. Support and

advice from external agencies such as SALT or an Educational Psychologist may be sought. Parents will be fully involved during this process and their views will be taken on board.

Assessments of any support or interventions the child may receive will be reviewed regularly by the class teacher or teaching assistant and the SENDCo to ensure that the support in place is matched to the pupil's need and is making a positive impact.

Plan

In consultation with the parents, pupil, external professionals involved and the SENDCo, a SEND support plan will be co-produced detailing which adjustments, interventions and support need to be put in place to meet the needs of the pupil along with expected outcomes and a date for review. The support plans will be written within our '4+1 documents' and will be accessible to all parents and staff who work with the child.

Do

The SENDCo will work closely with the class teacher, TAs and specialist staff within school to advise and support the implementation of the agreed outcomes and SEND provision effectively. This may involve planning 1:1 or small group interventions, providing scaffolds or personalising areas of the curriculum to meet needs. The class teacher retains overall responsibility for the child's progress and will liaise closely with the SENDCo and other professionals to implement and assess the impact of the support and provision as agreed in the child's SEND support plan.

Examples of interventions and provision for SEND at Broadfield;

- Small group or 1:1 'keep up' sessions (E.g phonics, reading)
- 1:1 Speech and language therapy
- Memory fix (memory games)
- Pastoral support
- ELSA (Emotional Literacy Support Assistant)
- 1-1 tuition
- Provision of specialist equipment
- Inference training
- Precision teaching
- Pre/post tutoring for vocabulary development
- Colourful Semantics
- 'Think Bricks' (LEGO based therapy)
- Forest School and other social skills groups

Review

The effectiveness of the support/interventions and their impact on the pupil's progress will be reviewed regularly. Review meetings will be held with parents, class teacher, support assistants, the SENDCo and any external professionals involved to share the outcomes of provision and support as written in the child's SEND support plan. We will evaluate the impact and quality of the support and interventions and how it has impacted on the pupil's progress based on the views of all parties involved. As a result, the SENDCo and class teacher may revise the outcomes and support written in the SEND support plan. Progress and impact of SEND provision will also be shared at pupil progress meetings or SEND surgery days.

Levels of support

SEN support (SEN K)

This is provided for pupils who have been identified with having SEND, are on the school's SEND register and have needs that can be met by the school through the graduated approach. The provision for these pupils is funded through the school's notional SEND budget.

Education, Health, Care Plan (EHCP)

Pupils with severe needs who require more support than is available through the school's graduated response approach may need to be assessed for an EHCP. The SENDCo will gather evidence and submit an application to the LA, who will conduct a needs assessment before making a decision on whether the pupil is entitled to an EHCP. The EHCP is a legal document that describes the educational, health and social care needs of the pupil, the provision that will be put in place and the outcomes sought. For pupils who have an EHCP, the LA will provide funding from the high –level needs funding block and presently school will meet the first £6000 of funding.

Children with an EHCP will receive a broad and balanced curriculum. Their learning experiences and support will be appropriate to their needs and Broadfield will use its best endeavours to implement the provision described in the child's EHCP. This will include;

- Support to access the curriculum in the classroom situation through adaptive teaching and specific resources and reasonable adjustments.
- Support on a 1:1 basis to fulfil their specific needs where appropriate.
- Termly progress review meetings with the child's parents, class teacher, SENDCo and any other relevant professionals involved.
- An annual review of the EHCP as specified in the Code of Practice.
- Funding towards the EHCP provision, school presently meets the first £6000 of funding received by the LA.

Admission arrangements

Admissions for children who wish to start out Acorns and Nursery are handled by Broadfield Primary School. Please refer to our admissions policy that is linked on our school website for further information. For children who wish to start Reception, applications are completed online and handled by the LA.

We welcome all children with SEND and successfully include them in all school activities where possible. All reasonable steps are taken to ensure that children with SEND are not placed at a disadvantage. (As required by the Public Equality Duty 2012)

In order to meet the need for early identification of SEND, children starting Broadfield Primary School at the 2 year old's provision, Nursery or Reception stage will receive a home visit once the offer of a place has been given. Liaison with any outside agencies involved and pre-school providers will occur as early as possible.

Transition arrangements/ Links with other schools

We will liaise with pre-school settings of children who are starting our Acorns and Nursery classes and teachers or the SENDCo may attend a child centred meeting to gain further information related to the

pupil's SEND. In addition, home visits by the class teacher are arranged for all of our pupils prior to them starting Acorns, Nursery or Reception in September.

Transition into Reception and then into each successive year groups is support by additional transition visits in the Summer term, meetings with the current class teacher and receiving class teacher and transition books or leaflets to inform and support children's worries about moving into a new class.

All relevant information relating to the pupil's SEND including a one-page profile will be shared with the new staff who will be supporting the child. Where possible, the new class teacher will also attend the review meeting in the Summer term.

Transition to Secondary school for our Year 6 pupils will be supported by inviting the Secondary school SENDCo to the review meeting, sharing all relevant information relating to the child's SEND, arranging additional transitions visits to the Secondary school and taking part in group work or 1:1 work with our Place2be counsellors or Teaching Assistants to support a smooth and successful transition.

Parents as partners

The role of our parents and carers is vital in successful education and early identification of SEND. Parents are welcome to contact school at any time to make an appointment to discuss the progress of their child or raise any concerns with the class teacher or SENDCo.

Parents who have children in Reception to Year 6 will be invited to two parent meetings each year to discuss their child's development and progress with the class teacher.

Parents of children in Acorns and Nursery will also get the opportunity to discuss their child's development and progress at the stay and play sessions that are arranged throughout the year.

If a child is identified as having SEND, parents will be consulted first. School will seek consent for external agency involvement, such as Speech and Language therapist, Educational psychologist etc.

We endeavour to put the child and their parents/carers at the heart of all decisions made about the SEND provision.

The following organisations are available to parents and are positively promoted at person centred review meetings and in SEND communication.

Oldham Local Offer:

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_edu

Oldham's parent/carers forum POINT (Parents of Oldham in Touch): Tel: 0161 503 1547

<http://pointoldham.co.uk>

Special Educational Needs & Disability (SEND) Information, Advice & Support Service

SENDIASS (formerly Parent Partnership Service) Tel: 0161 503 1540

Other agencies / services which may be involved include:

- Place2Be (in school)
- Social Services
- QEST Team (Advisory Teachers)

- Service for the Visually Impaired
- Service for the Hearing Impaired
- Speech and Language Therapy
- Educational Psychology Service
- The Early Years SEN Team
- Educational Welfare Service
- Child Health Services - health professionals e.g. Physiotherapist, Occupational Therapist, School Health Advisor, Health Visitors
- Youth Services and Local Community Police Service
- Support services for parents e.g. Parent Partnership
- Healthy Young Minds
- Child and Adolescent Mental Health Service (CAMHS)

Monitoring and Evaluation

The School will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

- Number of pupils with SEND expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The success of resources and provision in meeting additional needs
- The impact of training and new approaches to meeting needs
- How well training needs are identified
- The impact and outcomes of the review process
- Relationship with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

This data will then be used to evaluate how successful the policy has been and set an agenda for further developments

Complaints Procedure

We strive on building good relationships with our families and hope that in the first instance a concern may be raised informally with the child's class teacher or SENDCo. If you feel that your concern has not been addressed, then you can make an appointment with the Principal who will then arrange a meeting to discuss things further and resolve your issue or concern. If you still feel that your issue has not been addressed, then you can get in touch with our SEND governor via the school office. If further action is needed, the SEND team within the council can be contacted.

SENDCo – Mrs Sairah Ahmed 0161 665 3030

Acting Principal – Mrs Carol Walker 0161 665 3030

SEND link Governor – Mrs Gina Andrewes 0161 665 3030

Review

This policy will be reviewed annually.

The SENDCo will also report at least annually to the Local Governing Body concerning the effectiveness of the policy,